DOCUMENT RESUME

ED 107 714 TM 004 559

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TITLE Evaluation of Instructional Objectives; Course Design Instrument No. 1: Instructional Objectives.
PUB DATE Apr 73
NOTE 3p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Course Objectives; Curriculum Development; *Evaluation; *Evaluation Methods; Measurement Techniques

ABSTRACT

The purpose of this instrument is to assist course designers to achieve consensus on the development of instructional objectives written at informational and planning levels. By evaluating each objective in terms of specificity, relevance, instructional context, and taxonomic location, faculty may achieve improved communication of their intent and the meaning of their instructional objectives. (Author)

ED107714

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EVALUATION OF INSTRUCTIONAL OBJECTIVES

Robert K. Rott

Course Design Instrument No. 1: Instructional Objectives
(RKR: April 1973)

The purpose of this instrument is to assist course designers to achieve consensus on the development of instructional objectives written at informational and planning levels.[1] By evaluating each objective in terms of specificity, relevance, instructional context, and taxonomic location, faculty may achieve improved communication of their intent and the meaning of their instructional objectives.

Steps

1. Identify the course number (upper left corner of Form 1).
2. Identify each objective by number and by its key words. Complete (long) objectives may need to be distributed on separate pages.
3. Indicate communication level of each instructional objective: informational or planning.[1] A planning objective is less general, more specific, than an informational objective.
4. Indicate degree of relevance by circling the appropriate number on a scale of 1 (low) to 3 (high) relevance.
5. Indicate appropriate modes of instruction by placing a check under the applicable categories.
6. Indicate taxonomic location by a number referring to the cognitive, affective, or psychomotor taxonomies.[2]

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[1] R. J. Kibler, L. L. Barker, and D. T. Miles, Behavioral Objectives and Instruction, pp. 20-23.

[2] Taxonomies associated with Benjamin S. Bloom (1956), David R. Krathwohl (1964), and Anita J. Harrow (1972) respectively are suggested.

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Course No._____

COURSE DESIGN INSTRUMENT NO. 1: INSTRUCTIONAL OBJECTIVES

	Specificity		Instructional Context							Taxonomic Domain		
Key Words of Objective	Communication Level	Relevance Low High	Lecture	Lrg grp disc	Sml grp disc	Lab--clinic	I.S.--tutorial	Audio-visual	Other	Cognitive	Affective	psychomotor
1.	_____	1 2 3	—	—	—	—	—	—	—	—	—	—
comment:												
2.	_____	1 2 3	—	—	—	—	—	—	—	—	—	—
comment:												
3.	_____	1 2 3	—	—	—	—	—	—	—	—	—	—
comment:												
4.	_____	1 2 3	—	—	—	—	—	—	—	—	—	—
comment:												
5.	_____	1 2 3	—	—	—	—	—	—	—	—	—	—
comment:												

Form 1

RKK: April 1973